**План-конспект**

**урока английского языка**

**по теме**

**COMPUTERS**

Для групп ИП-31, ИП-32

Преподаватель Орлова И.В.

2024

**Тема урока:** Computers

**Тип урока:** комбинированный

**Оборудование:** компьютер, проектор, аудиозапись для зарядки, карточки с заданиями

 **Цель урока:**совершенствование речевых навыков, учащихся с лексико-грамматическим материалом по теме «Компьютер».

 **Задачи урока:**

*1) Общеобразовательные:* формировать навык чтения с частичным пониманием прочитанного; совершенствовать умения и навыки практического владения английским языком по теме «Компьютер», добиваться усвоения новой лексики, иметь представление о типах условных предложений в английском языке.

*2) Развивающие:* Развивать интеллектуальную, эмоциональную и эстетическую стороны личности, учащихся в процессе обучения лексике английского языка, расширить филологический кругозор, развивать познавательные и творческие навыки учащихся, умение работать в коллективе.

*3) Воспитывающие:* Формировать навыки и умения интеллектуального труда, повысить познавательный интерес и активность учащихся к учебному процессу, в частности к английскому языку, способствовать максимальному проявлению творческих способностей учащихся, привить любовь к предмету и будущей профессии.

**Форма обучения:** урок изучения нового материала.

**Методы обучения:** словесный, наглядный, практический, проблемный, поисковый.

**Средства обучения:**учебно-лабораторное оборудование: учебно-наглядные пособия.

**Межпредметные связи:**Практический курс английского языка: грамматика,фонетика.

**Оборудование:**учебник, аудиозапись, наглядные пособия, раздаточный материал, ИКТ

**Ход урока**

**1. Организационный момент. Приветствие группы**

Teacher (T): Good morning, students. I’m glad to see you. Sit down, please.

- What date is it today?

 (Студенты отвечают на вопросы преподавателя о дате и дне недели. Режим работы – «учитель – ученик».)

**2. Объявление темы, постановка целей и задач урока.**

T: Look at the blackboard, please. Вы видите карточки с новыми словами и фразами. Давайте прочитаем эти словосочетания и переведем их, опираясь на изображения. Как вы думаете, какова тема сегодняшнего урока?

(Студенты называют тему урока)

(Режим работы – «учитель – группа».)

**3. Фонетическая зарядка. Совершенствование произносительных навыков.**

T: How should we pronounce the combination of the letters ***ng***?

*S: We can pronounce it as [ŋ].*

T: Let’s practice the sound [ŋ]. Repeat all together [ŋ]. Look at the blackboard, please, and repeat our rhyme after me:

**Good morning,**

**good morning,**

**Good morning to you,**

**Good morning,**

**good morning**

**I am glad to see you.**

Let’s do it all together without me and individually (2-3 students).

(Студенты отвечают на вопросы преподавателя о вариантах произнесения буквосочетания ***ng***. Практикуются в произнесении звука [ŋ]. Слушают и повторяют за преподавателем стихотворение по теме хором, а затем индивидуально (2-3 студента). Режим работы – «учитель – класс – ученик».)

**4. Первичное усвоение новых знаний.**

*Let’s read and translate the word combinations*.

electronic device — электронное устройство

to receive — получать, принимать

set of instructions — набор/свод инструкций

to carry out — выполнять

society — общество

storage — хранение

handling — обработка

transaction — операция

to enhance — повышать, увеличивать

essential — существенный

tool — инструмент, орудие

network — сеть

source — источника

*T: And now we are going to get acquainted with the new grammar rules.*

Виды условных предложений в английском языке

(1) – «нулевое условие» или Zero conditional: реальное условие, относящееся к настоящему.

(2) – «первое условие» или First Conditional: реальное условие, относящееся к будущему.

(3) – «второе условие» или Second Conditional: маловероятное условие, относящееся к настоящему или будущему.

(4) – «третье условие» или Third Conditional: нереальное условие, относящееся к прошлому.

Типы условных предложений в английском языке

**5. Контроль изученного лексико-грамматического материала**

1. Раскрывая скобки, напишите каждое предложение три раза, образуя условные предложения I, II и III типов.

Например. If you (to be) free, I (to come) to see you.

If you are free, I will come to see you.

If you were free, I would come to see you.

If you had been free, I would have come to see you.

1. If you (to be) busy, I (to leave) you alone. 2. If my friend (to come) to see me, I (to be) very glad. 3. If mother (to buy) a cake, we (to have) a very nice tea party. 4. If we (to receive) a telegram from him, we (not to worry). 5. If you (not to work) systemat­ically, you (to fail) the exam. 6. If I (to live) in Mos­cow, I (to visit) the Tretyakov Gallery every year. 7. If I (to get) a ticket, I (to go) to the Philharmon­ic. 8. If I (to live) near a wood, I (to gather) a lot of mushrooms. 9. If my father (to return) early, we (to watch) TV together. 10. If she (to know) English, she (to try) to enter the university.

2. Употребите глаголы, данные в скобках, так, чтобы предло­жения выражали реальное условие.

1. If I (see) John, I’ll tell him your news. 2. He (be) very pleased if it (be) really true. 3. If you (go) to town on Monday, you (meet) my brother Tom. 4. If you (need) help, my father (help) you. 5. We (have) a picnic lunch if the day (be) fine. 6. If you (ask) a policeman, he (tell) you the way. 7. I (finish) the job tomorrow if I (can). 8. I (not/take) an umbrella if (not/rain). 9. If they (catch) the bus now, they (arrive) at half past nine. 10. He (find) the answers if he (look) in the keys. 11. If he (write) to her, she (answer) at once. 12. He (lose) weight if he (stop) eating too much.

3. Раскройте скобки, употребляя глаголы в требующейся форме.

1. If he were not such an outstanding actor, he (not to have) so many admirers. 2. If you (to give) me your address, I will write you a letter. 3. If she (not to be) so absent-minded, she would be a much better student. 4. If my sister does not go to the south, we (to spend) the summer in St. Petersburg together. 5. If they (not to go) to Moscow last year, they would not have heard that famous musician. 6. If you (not to get) tickets for the Philharmonic, we will stay at home. 7. If you were not so care­less about your health, you (to consult) the doctor. 8. I would be delighted if I (to have) such a beautiful fur coat. 9. If it (to rain), we will have to stay at home. 10. If he (to work) hard, he would have achieved great progress. 11. If it is not too cold, I (not to put) on my coat. 12. I (to write) the composition long ago if you had not disturbed me

**6. Чтение текста «Functions of Computer» с целью извлечения общей информации.**

*Let’s read and translate the text.*

Computer is one of the inventions of the 20th century that changed the

world greatly. The first computers of the 1940s were enormous. But now they are

almost in every family and in every office building.

Most machines do only one job, some are multifunctional (e.g. a TV set ++

DVD player). But no device is as multifunctional as computer. The parts of the

machine (or its hardware) remain the same, you change only the program

(software) and your computer immediately learns to do various things. A browser

program is designed to look at pages on the Internet (you can also say to browse,

this accounts for the word browser). A word processor program lets you to print

text and then change styles оf fonts and sizes of pages. A database program is

used for searching and sorting records. Such program is used in shops, libraries,

hospitals, accountant offices, and so on. They make work with great amounts of

data much quicker.

Computers are found everywhere and used in every sphere of life. In a plant

one can make a computer model of a car or plane and check its resistance to

stress. Such calculations without a computer could have taken several months.

Computer is used at educational institutions: students watch films, presentations

and web pages. This helps them to study effectively.

Computers also have some disadvantages. There is a famous joke that

computers are designed to solve problems but half of the time they are the

problem. As computer is a complicated device, one small breakage may stop its

work. Moreover, the equipment is soon out of date.

Besides, there is a problem of compatibility. First of all, there are hardware

devices which can't work with the old operating systems, such as a processor, a

hard disk drive, a video card, etc. Then, there are programs which need more

resources than computer actually has.

Thirdly, computers become more and more complicated, and much effort is

required to learn how to work with them. Fourthly, computer viruses cause a lot

of trouble — they can spoil, remove or steal computer data, and every user

knows it well from his experience.

And on top of all, computer is a multifunctional device, as we already

know, so it can be used both to do work and to entertain oneself. Children often

fall prey to computer and Internet: they play computer games, spend their free

time chatting with friends on the Internet and doing practically nothing. This

aspect can't be denied.

To crown it all, computer is a good device like many others, designed to

help people. But it's our own free will that lets us use it in order not to waste time

but to get best results.

*Answer the following questions*.

1. What is computer?

2. What is the main purpose of all computers?

3. Where are computers used?

4. What is the index of computer speed?

5. What speeds do modern computers have?

6. How many generations of digital computer are there?

**7. Постановка домашнего задания.**

T: выучить новую лексику, повторить правила.

**8. Рефлексия. Подведение итогов.**

T: So, what text were we reading today? What was it about? What knew words have you learned? What grammar material have you learned?